



1963

# A Study of Selected Social Factors Associated with the Enrollment and Drop-Out of Evening Students in a Large University (Loyola University, Chicago) 1945-1958

Harriet Lois Kaufman  
*Loyola University Chicago*

## Recommended Citation

Kaufman, Harriet Lois, "A Study of Selected Social Factors Associated with the Enrollment and Drop-Out of Evening Students in a Large University (Loyola University, Chicago) 1945-1958" (1963). *Master's Theses*. Paper 1798.  
[http://ecommons.luc.edu/luc\\_theses/1798](http://ecommons.luc.edu/luc_theses/1798)

This Thesis is brought to you for free and open access by the Theses and Dissertations at Loyola eCommons. It has been accepted for inclusion in Master's Theses by an authorized administrator of Loyola eCommons. For more information, please contact [ecommons@luc.edu](mailto:ecommons@luc.edu).



This work is licensed under a [Creative Commons Attribution-Noncommercial-No Derivative Works 3.0 License](https://creativecommons.org/licenses/by-nc-nd/3.0/).  
Copyright © 1963 Harriet Lois Kaufman

A STUDY OF SELECTED SOCIAL FACTORS ASSOCIATED WITH THE  
ENROLLMENT AND DROP-OUT OF EVENING STUDENTS IN A  
LARGE URBAN UNIVERSITY (LOYOLA UNIVERSITY,  
CHICAGO) 1945-1958

by

Harriet Lois Kaufman

A Thesis Submitted to the Faculty of the Graduate School  
of Loyola University in Partial Fulfillment of  
the Requirements for the Degree of  
Master of Arts

August

1963



### VITA

Harriet Lois Kaufman was born in Chicago, Illinois, on November 29, 1925.

She graduated from Roger G. Sullivan High School and attended the University of Wisconsin, North Park College, Northwestern University, Boston University, and was graduated from Barat College of the Sacred Heart, in Lake Forest, Illinois in 1948 with the Degree of Bachelor of Arts. She enrolled in the Graduate School of Loyola University in 1956.

The writer was associated with the Chicago North Side Newspapers before she became a free-lance Public Relations Consultant. In 1958 she was appointed a Probation Officer in the Juvenile (Family) Court of Cook County, Illinois. In 1962 she became a caseworker with the Cook County Department of Public Aid.

## TABLE OF CONTENTS

	Page
LIST OF TABLES . . . . .	v
 Chapter	
I. INTRODUCTION . . . . .	1
Statement of the problem--Definition of terms-- Methodology--Limits of the study	
II. REVIEW OF THE LITERATURE . . . . .	5
III. SOCIAL FACTORS IN THE ACADEMIC CAREER OF NIGHT COLLEGE STUDENTS . . . . .	10
IV. SUMMARY AND CONCLUSIONS . . . . .	45
BIBLIOGRAPHY . . . . .	48
APPENDIX I: ACCOMPANYING LETTER . . . . .	51
APPENDIX II: QUESTIONNAIRES . . . . .	52

# LIST OF TABLES

Table	Page
I. PLACE OF BIRTH . . . . .	14
II. RELIGION . . . . .	15
III. RACE . . . . .	16
IV. SEX . . . . .	17
V. AGE . . . . .	17
VI. TYPE OF HIGH SCHOOL FROM WHICH GRADUATED . . . . .	18
VII. LOCATION OF HIGH SCHOOL FROM WHICH GRADUATED . . . . .	19
VIII. YEAR OF GRADUATION FROM HIGH SCHOOL . . . . .	20
IX. OCCUPATION . . . . .	21
X. MARITAL STATUS . . . . .	22
XI. NUMBER OF CHILDREN . . . . .	23
XII. SOURCE OF TUITION AND OTHER MEANS OF ASSISTANCE . . . . .	24
XIII. YEAR OF INITIAL ENROLLMENT IN LOYOLA UNIVERSITY EVENING COLLEGE . . . . .	25
XIV. YEAR OF GRADUATION FROM LOYOLA UNIVERSITY EVENING COLLEGE . . . . .	26
XV. MAJOR SUBJECT . . . . .	28
XVI. ATTITUDE TOWARD FACULTY . . . . .	29
XVII. ATTITUDE TOWARD COURSES OF STUDY . . . . .	29
XVIII. ATTITUDE TOWARD FACILITIES . . . . .	30
XIX. ATTITUDE TOWARD STUDENTS . . . . .	30
XX. OTHER ATTITUDES . . . . .	31

Table	Page
XXI. SATISFACTIONS WITH LOYOLA UNIVERSITY EVENING COLLEGE . . . .	33
XXII. DISSATISFACTIONS WITH LOYOLA UNIVERSITY EVENING COLLEGE . . .	35
XXIII. REASONS GIVEN BY RESPONDENTS (DROP-OUTS) FOR WITHDRAWAL FROM LOYOLA UNIVERSITY EVENING COLLEGE . . . . .	36
XXIV. REASONS GIVEN BY RESPONDENTS FOR ENROLLING IN EVENING SCHOOL . . . . .	38
XXV. DEGREE EARNED AT LOYOLA UNIVERSITY EVENING COLLEGE . . . . .	39
XXVI. CREDIT HOURS EARNED AT OTHER INSTITUTIONS . . . . .	40
XXVII. ATTITUDE TOWARD RECOMMENDING LOYOLA UNIVERSITY EVENING COLLEGE . . . . .	41
XXVIII. REASONS GIVEN BY RESPONDENTS FOR RECOMMENDING ATTENDANCE AT LOYOLA UNIVERSITY EVENING COLLEGE . . . . .	42

To Francis J. Gerty, M.D.

No man can reveal to you aught but that which already lies half asleep in the dawning of your knowledge. The teacher who walks in the shadow of the temple, among his followers, gives not of his wisdom but rather of his faith and his lovingness. If he is indeed wise he does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind.

Kahlil Gibran  
From The Prophet

## PREFACE

The original plan was to consider enrollment and drop-out in various night colleges in Chicago on the undergraduate level. However, it became apparent that such a project would be too broad in scope. The question arose as to how readily available the records of these schools would be to enable the author to secure necessary data for the questionnaires, as well as how cooperative the administrative personnel might be toward a graduate student from another university. It was decided that a more limited focus on the reasons why students enroll in night college, why they choose a specific university, the reasons why some complete their programs while others discontinue or withdraw, the satisfactions and dissatisfactions they feel toward the faculty, courses of study, facilities, students, etc., within one large urban university, would be more desirable for purposes of ascertaining sociological facts in the area of adult education.

Because the author was enrolled in the Graduate School of Loyola University, it seemed logical to concentrate the present research at Loyola University Evening College. Moreover, it seemed that a more thorough study could be achieved by focusing attention on the one university instead of undertaking a less thorough piece of research spread over a number of schools.

It was also felt that respondents to questionnaires might tend to be more cooperative and objective in their appraisals when they learned from the cover



letter which accompanied each questionnaire that the present research was being done by a student in their own university.

Especial appreciation is expressed to the administration of Loyola University for their cooperation in allowing the author to make use of necessary files and records in preparing the mailing lists for the three samples; to Dean Richard A. Matre for his initial help; to Professor Paul Mundy, who directed the inception of the study; and, to Dr. John J. Lennon, who later assumed the direction of the final thesis. Particular gratitude is extended to Rev. Stewart E. Dollard, S.J., Dean of the Graduate School, for his patience and understanding.

## CHAPTER I

### INTRODUCTION TO THE PROBLEM, METHODOLOGY, LIMITS OF THE STUDY

The object of this study is to attempt to determine why some students, having once embarked upon a college course in a college offering night classes, do not subsequently continue to the terminal point of earning a degree. It is hoped that this study will lead to some understanding of the factors which motivate these students to enter night college in the first place. The next problem to be investigated is what factors lead these same students to discontinue their course of study. Students who do not continue a course after having embarked upon it are usually called drop-outs. It will be necessary to define the term "drop-out" for the purpose of this study.

It will also be necessary for us to examine this problem from the viewpoint of the college administration as well as from the viewpoint of the college student. From the viewpoint of the college administration, since this study is confined to Loyola University, we shall investigate the policy and regulations of Loyola University with reference to acceptance of students for enrollment in the night college. The question arises: are these regulations and policies fundamentally different from the ones that apply to matriculation in Loyola University as a regular day student at the undergraduate level? In the case of the regular or day student we can be fairly safe in assuming that

the undergraduate college is intended to be the environment for higher education, which provides a prescribed curriculum of courses which will lead to a Bachelor's Degree. The night college of a university is usually intended to permit a student who is unable to attend college in the daytime to make progress toward obtaining such a degree, though at a diminished rate of speed, thus acquiring a degree after a longer than usual time lapse as compared with the standard four-year day college course. However, we cannot properly conclude that all students matriculating in college for the night courses are fully committed to the intention of being candidates for the B.A. degree. There are some who definitely do not have this goal in mind. There are others who have this intention but change their mind after spending some time in the night college courses. This in turn does not mean that they intend to take no further courses, but only that the object of obtaining a degree has been abandoned. There are still others who, whether or not they seek to hold to their original intention of obtaining a degree, are dropped by the college for reasons related to the administrative regulations of the institution.

The factual evidence upon which these statements are made is to be found in the main content of this study as shown by the answers to questionnaires which are later presented in greater detail. This evidence justifies reconsideration of the term "drop-out," as it applies particularly to students in night colleges. The usual or ordinary definition of drop-out will not be completely acceptable for the purposes of this study. Another factor which should be considered at this time, is that of time lapse between original entrance to the college, and the time at which discontinuance of night study occurred. To obtain a degree solely by study at night involves a greater time lapse on the

average, than for day course students, as already stated. It also tends to make less certain a final decision as to whether the drop-out is terminal or temporary. These, and other items for consideration, will receive attention in the body of this report. For the purpose of this study, a drop-out is defined as any student, who either terminates study as a night student voluntarily, or is dropped by the college for cause.

The sociological literature on drop-outs is not too relevant to the college situation as we are dealing with it. As will be seen in the following chapter, such studies as those of E. M. Stout deal in the main with the general problems of the evening student's college career.

There are two possible approaches to this kind of investigation. One is to investigate the records as they appear in the college registrar's office. This has been done in the present study. It may be stated categorically that this approach is not very profitable from the standpoint of producing results, though it does furnish some preliminary information. The other method is to attempt to find out as much as possible from the student who has dropped out of college, his motives for matriculating in the first place and what factors, from his viewpoint, caused him to discontinue his studies. In the process of gathering such information, it would be expected that other information bearing on general characteristics and particular characteristics of drop-out students would come to light. It is certainly true that, in making inquiries into this area, too sharp a focus might give too little information to be really worthwhile. In consequence, the questionnaires are directed to gather information as to several aspects of student characteristics that might be pertinent to the objects of this study.

The question arises as to how wide the numerical base should be in order that a study of this kind shall have validity for drawing conclusions. Obviously, the broader the base the greater the number of comparable items will be found in order to justify the drawing of conclusions. It must also be conceded that accessibility to the information desired constitutes a limitation to the study. The difficulty of time lapse has already been referred to, and this, too, is a limitation. Nevertheless, it is believed that a sufficiently comprehensive approach has been made so that the conclusions reached are of value. There are, however, other limiting factors which might escape attention because of the principal limitation, that of the difficulty of gaining information. But it will be seen that a considerable amount of data has been assembled which constitutes a worthwhile body of positive information.

## CHAPTER II

### REVIEW OF LITERATURE

The study that most closely relates to the research presented in this thesis is that of James T. Carey, whose report Why Students Drop Out, was published in 1953 by the Center for the Study of Liberal Education for Adults.<sup>1</sup> This study deals with "Evening College Student Motivations" and covers eight institutions of higher learning, including Loyola University. Among its findings the study lists the following: 17 per cent of the students who dropped out did so for financial reasons. Twenty-three per cent of the students gave "reasons not connected with the university." A certain number complained that there was "no area in which students can be sociable" in night school. Some students stated that they had been "lead to expect something different than what they got." Dissatisfactions with the administration were expressed by a few.<sup>2</sup>

Also of interest to the author of this thesis was a volume entitled, Who Should Go to College? by Byron S. Hollingshead. According to Hollingshead, "Those who drop out of college do so for about the same reasons, lack of

---

<sup>1</sup>James T. Carey, Why Students Drop Out. A Study of Evening College Student Motivations, A Report from Center for the Study of Liberal Education for Adults, Chicago, 1953.

<sup>2</sup>Ibid., passim.

interest, desire to earn money, home responsibilities, poor health, or marriage--many of them because of academic failure or difficulty. The remainder leave for various reasons, most of them financial or motivational."<sup>3</sup> He points out that, "The colleges have long since discovered that most students attend because they believe college graduation will enable them to earn enough to live well and thus allow them either to maintain their present social and economic position or to better it."<sup>4</sup>

As will be seen in the present study, the Evening College students have special problems. However, the observations referred to above also pertain to those particular problems.

A suggestive article entitled, "Scholars by Lamplight," was published in the Journal of the American Association of Collegiate Registrars and Admissions Officers. The author of this article, Edward M. Stout, discusses the question of the various motivations students have in attending evening school, in addition to financial necessity. The findings in this study indicate that the student may be in search of remedial general education, but that frequently students are motivated by the desire to obtain a degree.

This author maintained that "the most significant factor of difference between a day college faculty and an evening college faculty (where they are not entirely separate entities) is the latter's almost total absence of communication with students outside of the classroom and with colleagues. These teachers, like the students, lack some feeling of familiarity with the whole

---

<sup>3</sup>Byron S. Hollingshead, Who Should Go to College? Columbia University Press, New York, 1952, p. 11.

<sup>4</sup>Ibid., p. 44.

program of the University, except where they are actually and personally concerned."<sup>5</sup> He goes on to comment: "The most serious problem in relation to the employed student is to help him find his place as a welcome participant in college life."<sup>6</sup> According to Mr. Stout, "He has varied motivations for attending evening school, outside of financial necessities. Often he is in search of remedial general education. Often he has the firm will to obtain a degree. In between these extreme poles of need, many students may evidence a motivation that is of a mixed vocational and cultural nature, without particular reference to either a planned program or a definite goal. What is true of the evening student's academic relationships is also true of his social relationships. For whatever his educational and social motivations may be, he is just not in evidence during the hours when students with more leisure time gather for the various school activities. He is, almost without exception, a good student and a fine resident albeit a heavily preoccupied one. We in the urban universities have him in great proportions, for our colleges offer opportunities and interests most useful from his point of view. It is quite possible that he sometimes fails to assimilate all that a diversified, day-long career might have to offer him, yet enlarging experience and study over many years have taught that his presence has an inspiring effect upon the faculty, the administration, and the student body generally."<sup>7</sup>

---

<sup>5</sup>Edward M. Stout, "Scholars by Lamplight," Journal of the American Association of Collegiate Registrars and Admissions Officers, Vol. XXX, p. 151.

<sup>6</sup>Ibid., p. 152.

<sup>7</sup>Ibid., p. 153.



Another relevant article is, "The Evening College-Its Purposes and Its Relationships Within the University," which was published in the Journal of Higher Education, in October, 1954. The author, Cyril O. Houle, points out that, "The evening college exists at the precise point where the life of the community and the life of the university overlap. The greatest danger to the evening college and the act which would ultimately destroy it would be to erase the overlapping segment of one of the circles and thus view the evening college as wholly a part of the university."<sup>8</sup> The findings of the present writer tend to corroborate this statement.

Another pertinent volume is Ivory Towers in the Market Place, by John P. Dyer, which was published in 1956. The author correctly asserts that "Behind the ivy curtain of traditional college and university education there is developing a new phase of higher education, vast in its implications and important in the services it renders. It is the university evening college, a bustling, vigorous institution, not yet mature, but conscious of its potentialities and characterized by an almost religious sense of its destiny. Perhaps the first characteristic of the evening college is heterogeneity. One finds here many students who already have college degrees and others who have only finished high school. The age range is from eighteen to sixty-five or seventy, with the median age being thirty plus." "Some have excellent scholastic backgrounds and are constantly reading and learning, both in and out of college courses. Others are dull, fatigued, or lethargic, but somehow they have a will to learn and thus hang on, at times even after the dean has advised them to

---

<sup>8</sup> Cyril O. Houle, "The Evening College-Its Purposes and Its Relationships Within the University, the Journal of Higher Education, October, 1954, p. 362.

drop out. Some are taking courses for credit toward a degree and many are not, although the former are more prevalent. Social backgrounds vary, although most of them come from what the sociologist would call the middle and lower-middle class."<sup>9</sup>

The related literature presents reasons why students drop out of night college, such as: financial reasons, lack of social life, lack of interest, desire to earn money, home responsibilities, poor health, and marriage. It also points out that some students attend because they believe college graduation will enable them to earn enough to live well and to enable them to either maintain their present social and economic position or to improve it.

---

<sup>9</sup> John P. Dyer, Ivory Towers in the Market Place. The Evening College in American Education. Bobbs-Merrill Co., Inc., Indianapolis, N. Y., 1956, pp. 7-8.

## CHAPTER III

### SOCIAL FACTORS IN THE ACADEMIC CAREER OF EVENING STUDENTS

We have seen that the purpose of this study is to ascertain certain sociological facts in the area of adult education. This feature of American culture is rapidly becoming an important part of academic life. Little has been previously written about the motives which prompt people to go to night school. It is of some scientific value to investigate the motives which induce people to continue their education. Since these factors are to some extent known to administrators, it will be of practical value, at the outset, to present findings in this area. Further, it is significant to study the social backgrounds of those students who finish evening college and earn a degree as contrasted with those who drop out. The following questions arose in the course of the present writer's preliminary investigations: Are there any definite patterns in the motivation of evening college students? Do they select a particular institution because of its convenient location or its financial feasibility? Is their choice based upon the fact that a friend or relative attended the institution? Were they influenced by advertising?

The "Guide for New Students,"<sup>1</sup> published by Loyola University, contains the following information in regard to its Evening division: "The University

---

<sup>1</sup>Guide for new students, General information. Loyola University, Chicago.

College of Loyola University offers late afternoon, evening, and Saturday classes to students interested in attending college on a part-time basis. Its academic aims and objectives are identical with those of the full-time undergraduate divisions of the University. It conducts its classes at the Lewis Towers Campus and the Lake Shore Campus." This official university brochure continues to explain that the "University College offers a complete program to qualified part-time students, men and women, Catholic and non-Catholic. The student personnel comprises high-school graduates interested in completing a college program on a part-time basis, teachers in service who desire to earn credits towards a degree or a certificate, individuals seeking to develop their cultural or intellectual interests who are not necessarily working towards a college degree, men and women who wish to increase their value in employment and who seek advancement in business. The various curricula of the University College are designed to suit the needs of the thousands of men and women of the Chicago area who fall into the above categories. Individual courses, certificate programs, and complete degree curricula are available in Liberal Arts, Science, and Business Administration. Since the University College serves students unable to attend day classes, it begins instruction at 4:35 P.M., 6:00 P.M., and 8:50 P.M. Classes at these hours usually run twice a week for seventy-five minute periods. Many subjects are given one evening a week. Saturday classes meet at 9:00 A.M. to 11:30 A.M., 12:00 P.M. to 2:30 P.M."

This Guide establishes the fact that "Loyola University of Chicago is one of the largest Catholic institutions of higher learning in the United States. Loyola is a coeducational university conducted by the Jesuits, pioneers and

leaders for four hundred years in many fields of learning." Loyola University is "fully approved by leading state, midwestern, and national accrediting associations and agencies," and it "enjoys a strong position among the better schools in the country. The scholarship and teaching ability of the faculties are known throughout the nation. These are particularly reflected in the consistent superior accomplishments of the students while they are in school and after they leave Loyola in business, social, national, and professional life."<sup>2</sup>

Persons to whom questionnaires were sent seem to have reflected, to a certain extent, much of what the Loyola Guide states. Among those currently in attendance, answers to the questionnaires reveal thoughtful reasons for having enrolled in evening college, and for having enrolled specifically in Loyola University Evening College. One respondent in this group explained that she enrolled in Loyola because she wished better to understand her religion and she felt that Loyola is one of the "best" Catholic universities. Another student simply stated that she believes a college degree is essential, and she is interested in education, and whatever one learns is of value. She chose Loyola University Evening College because, "It is noted for its scholastic training." One man said that he was employed during the day and so had to attend college in the evening, and that his wife was also in attendance there. Someone else required a specific course and found that Loyola offered it. A nun stated that evening college enabled her to teach during the day and still work toward a degree, and the community to which she belonged assigned her to this college.

---

<sup>2</sup>Ibid.

Twelve respondents who were currently in attendance gave as their reason day-time employment for enrolling in evening college, while eleven said they wished to complete and further their education. All but four respondents in this group were satisfied with their enrollment in Loyola University College. One said the semester had not been of much value to him. Another said that he had to drop a course because of a mistake of an adviser--he did not offer further explanation. Another man felt that he "didn't seem to be getting much out of it." Still another expressed a desire to "enroll in DePaul when possible."

Some within the group currently in attendance believed that a degree from Loyola University Evening College was meaningful and well-recognized. Most found the faculty friendly and cooperative, and they especially stressed the night school's location and convenient hours. Some students were impressed with the friendliness and seriousness of other students and found the evening college to be on an adult level. When asked if a member of the family had previously attended Loyola University Evening College, twenty-five responded in the negative, while ten of the respondents had relatives who had enrolled there. One female student did not answer this question. It would seem that the reputation of the institution and faculty, and the religious atmosphere of Loyola University Evening College prompted most of the respondents within the group who are currently in attendance initially to enroll there.

A questionnaire was mailed to a sample of students currently enrolled at Loyola University Evening College. A separate questionnaire was sent to a sample of students who had once attended but dropped out. A third questionnaire was directed to a sample of students who successfully completed their

night school courses and graduated from the University. These questionnaires were collated and analyzed.

Various social factors relevant to the students examined in this study will be described in the following section. This data has been derived from the answers on the questionnaires (see Appendix).

TABLE I  
PLACE OF BIRTH

Place of Birth	Graduated		Attending		Drop-Outs	
	No.	%	No.	%	No.	%
Chicago and suburbs	26	65	26	72.2	29	72.5
Elsewhere in Illinois	4	10	1	2.8	1	2.5
Elsewhere in U. S.	9	22.5	5	13.8	7	17.5
Foreign country	0	0	4	11.1	2	5
No answer	1	2.5	0	0	1	2.5
Total	40	100	36	99.9	40	100

The study indicates that the majority of night school students enrolled in Loyola University Evening College were born in Chicago and suburbs. The next high percentage of students originated elsewhere in the United States. Four of the currently attending students and two of the drop-outs were of foreign birth, while none of those who were graduated were born in a foreign country. Table I illustrates these findings.

One question asked of the respondents in all three groups pertained to "nationality." A variety of sociologically interesting answers were obtained. For example, one male in the group currently attending stated that he was born in Chicago, Illinois, and that his "nationality" was Lithuanian. Obviously, he was confused on the meaning of the term "nationality." Another female student, also currently in attendance, stated that she was born in Chicago and was Irish." An even more striking example of confusion! A third example: Student X, in the same group, was born in Memphis, Tennessee. He gave "Negro" as his "nationality," and "Negro" as his race. Thus the statistics concerning nationality had to be discarded. They were of minor interest to the study in any case.

TABLE II

## RELIGION

Religion	Graduated		Attending		Drop-Outs	
	No.	%	No.	%	No.	%
Roman Catholic	37	92.5	32	88.8	28	70
Jewish	0	0	1	2.8	1	2.5
Protestant	3	7.5	1	2.8	8	20
Orthodox	0	0	0	0	1	2.5
No affiliation	0	0	1	2.8	1	2.5
No answer	0	0	1	2.8	1	2.5
Total	40	100	36	100	40	100



Table II shows that among the three groups of night college students in the study, the majority were Roman Catholics, while a small number of the drop-outs were Protestant. There were no Jews among the group which had graduated, but in each of the other two groups studied there was one Jew, and one respondent who claimed to have no particular religious affiliation.

TABLE III

## RACE

Race	Graduated		Attending		Drop-Outs	
	No.	%	No.	%	No.	%
Caucasoid	39	99.5	33	91.6	39	97.5
Negroid	1	2.5	2	5.6	0	0
Mongoloid	0	0	1	2.8	1	2.5
Total	40	100	36	100	40	100

Table III relates to race. It will be seen that all but one respondent in the group which graduated was Caucasian, the lone exception being Negroid; while all but three of the students currently enrolled were Caucasian--these exceptions being two Negroes and one of Mongolian ancestry. Among the drop-outs, there was one of Mongolian ancestry; the rest were Caucasian.

Table IV reveals that the majority of respondents were male except among the drop-outs; that group showed a larger number of female students.

At the time they answered the questionnaires, as can be seen from Table V, the highest percentage among the group which graduated was between twenty-six

TABLE IV

## SEX

Sex	Graduated		Attending		Drop-Outs	
	No.	%	No.	%	No.	%
Male	22	55	19	52.7	19	47.5
Female	18	45	17	47.2	21	52.5
Total	40	100	36	99.9	40	100

TABLE V

## AGE

Age in Years	Graduated		Attending		Drop-Outs	
	No.	%	No.	%	No.	%
16 to 20	0	0	10	27.7	3	7.5
21 to 25	1	2.5	12	33.3	19	47.5
26 to 30	14	35	8	22.2	9	22.5
31 to 35	10	25	4	11.1	4	10
36 to 40	6	15	1	2.8	3	7.5
41 to 45	5	12.5	0	0	0	0
46 to 50	2	5	1	2.8	1	2.5
51 and over	1	2.5	0	0	1	2.5
No answer	1	2.5	0	0	0	0
Total	40	100	36	99.9	40	100

and thirty years of age. Most of the respondents among the group currently in attendance and the drop-outs were between twenty-one and twenty-five years of age. One respondent in the group that graduated and also in the drop-out group indicated that their age was in the category fifty-one and over.

TABLE VI  
TYPE OF HIGH SCHOOL FROM WHICH GRADUATED

Type of High School	Graduated		Attending		Drop-Outs	
	No.	%	No.	%	No.	%
Public	9	22.5	10	27.7	20	50
Catholic	29	72.5	21	58.3	19	47.5
Technical	1	2.5	2	5.6	1	2.5
Private	0	0	2	5.6	0	0
None	0	0	1	2.8	0	0
No answer	1	2.5	0	0	0	0
Total	40	100	36	100	40	100

Most of the night college students studied, among the groups which graduated and were currently in attendance had graduated from Catholic High Schools, as shown in Table VI. Half of the respondents among the drop-outs graduated from Public High Schools, and half graduated from Catholic High Schools, with one exception. This last mentioned respondent graduated from a Technical High School. The second largest number of respondents among the groups which graduated and were currently in attendance were Public High School graduates.

TABLE VII  
LOCATION OF HIGH SCHOOL FROM WHICH GRADUATED

Location	Graduated		Attending		Drop-Outs	
	No.	%	No.	%	No.	%
Chicago and suburbs	31	77.5	28	77.7	33	82.5
Elsewhere in Illinois	4	10	2	5.6	0	0
Elsewhere in U. S.	4	10	4	11.1	6	15
Foreign country	0	0	1	2.8	1	2.5
No answer	1	2.5	1	2.8	0	0
Total	40	100	36	100	40	100

Table VII shows that the largest number of respondents among the three groups studied graduated from High Schools located in Chicago and its suburbs. One student currently attending and one in the drop-out group graduated from foreign High Schools.

It is interesting to note in Table VIII that among the drop-outs, over 50 per cent graduated from secondary schools between 1951-1955. Less than 18 per cent graduated from high school between the years 1946-1950. The highest percentage of the group which graduated completed their secondary school educations between 1946-1950, with the next high number having completed high school between 1941-1945. Among those currently in attendance, most graduated from high school between 1951-1955, with the next highest number graduating between 1956-1960.

TABLE VIII  
YEAR OF GRADUATION FROM HIGH SCHOOL

Year of Graduation	Graduated		Attending		Drop-Outs	
	No.	%	No.	%	No.	%
1930 and before	2	5	0	0	2	5
1931-1935	4	10	0	0	0	0
1936-1940	6	15	0	0	3	7.5
1941-1945	12	30	4	11.1	4	10
1946-1950	14	35	7	19.4	7	17.5
1951-1955	1	2.5	13	36.1	21	52.5
1956-1960	0	0	11	30.5	3	7.5
No answer	1	2.5	1	2.8	0	0
Total	40	100	36	99.9	40	100

TABLE IX  
OCCUPATION

Occupation	Graduated		Attending		Drop-Outs	
	No.	%	No.	%	No.	%
Professional	20	50	6	16.6	7	17.5
Clerical	15	37.5	14	38.8	9	22.5
Sales worker	2	5	1	2.8	3	7.5
Craftsmen (skilled)	2	5	7	19.4	2	5
Operatives (unskilled)	0	0	5	13.8	1	2.5
Student	0	0	2	5.6	12	30
Housewife	1	2.5	1	2.8	4	10
Unemployed	0	0	0	0	2	5
Total	40	100	36	99.8	40	100

Among the group which graduated, as we can see on Table IX, half of the respondents listed professional occupations. Thirty-eight per cent were engaged in clerical employment. Among those currently in attendance, the greater number of respondents gave their occupations as being of a clerical nature. A relatively small number were skilled craftsmen, and still fewer listed their occupations as professional. An even smaller number were employed as unskilled operatives.

It can safely be assumed that the degree earned at Loyola University Evening College contributed significantly to the professional status of the above-mentioned respondents. It seems highly probable that those who were

currently in attendance were working during the day and going to school at night.

Let us now consider the drop-out category in Table IX. Two respondents stated that they were unemployed. Four gave their occupation as "housewife." Twelve gave "student" as their occupation, which might indicate that they were not gainfully employed.

TABLE X  
MARITAL STATUS

Marital Status	Graduated		Attending		Drop-Outs	
	No.	%	No.	%	No.	%
Single	6	15	28	77.7	24	60
Married	19	47.5	6	16.6	15	37.5
Divorced	0	0	0	0	1	2.5
Separated	1	2.5	0	0	0	0
Widowed	2	5	0	0	0	0
Religious order	12	30	2	5.6	0	0
Total	40	100	36	99.9	40	100

Table X charts the marital status of the three groups studied. Among those who graduated half were married. However, one man stated that he was separated from his wife. None of the group was divorced. Thirty per cent of the group were nuns. Among those currently in attendance only two were nuns; none was divorced, separated, or widowed. Most of the respondents in this

category were single. Only six students were married. In the drop-out group there were no nuns, none was widowed or separated. One was divorced. More than half of the drop-outs were single. Less than 38 per cent were married.

TABLE XI  
NUMBER OF CHILDREN

Children	Graduated		Attending		Drop-Outs	
	No.	%	No.	%	No.	%
None	4	10	2	5.6	8	20
1-3	10	25	3	8.3	10	25
4-6	7	17.5	0	0	0	0
7-9	1	2.5	0	0	0	0
10 and over	0	0	0	0	0	0
No answer	18	45	31	86.1	22	55
Total	40	100	36	100	40	100

Let us now consider the data pertaining to the number of children, as indicated in Table XI. In all three groups only two of the married respondents failed to state whether or not they had children. It may be assumed that these two married persons had no children.

One-fourth of those who were graduated and one-fourth of the drop-outs had between one to three children, while three of the students currently attending had the same number. We have so little data on this subject and further investigation would be necessary to furnish any significant conclusions in this area.



TABLE XII

## SOURCE OF TUITION AND OTHER MEANS OF ASSISTANCE

Tuition and Assistance	Graduated		Attending		Drop-Outs	
	No.	%	No.	%	No.	%
Self	9	22.5	23	63.8	28	70
Family	1	2.5	4	11.1	8	20
Self and family	1	2.5	2	5.6	4	10
Religious superiors	12	30	2	5.6	0	0
Employer	0	0	1	2.8	0	0
Self and employer	0	0	1	2.8	0	0
U. S. Government	7	17.5	0	0	0	0
Self and government	6	15	2	5.6	0	0
Self, family and government	1	2.5	0	0	0	0
Government and employer	1	2.5	0	0	0	0
Self, employer and scholarship	1	2.5	0	0	0	0
No answer	1	2.5	1	2.8	0	0
Total	40	100	36	100.1	40	100

How do the students finance their college expenses? This question is of real sociological value. Table XII shows the answers as provided by our respondents.

As would be expected, those nuns who had graduated and those nuns who were currently in attendance stated that their tuition and other means of assistance

came from their religious superiors. These groups comprised twelve who had graduated from Loyola University Evening College and two who were currently in attendance.

Nearly 23 per cent of the group which had graduated stated that they paid their own expenses. About 18 per cent had received financial help from the U. S. Government under the G. I. Bill. Among those currently attending nearly 64 per cent paid their own tuition and expenses, by working days and going to school nights. Within this group only four said that their families were paying their tuition and other expenses. There were only three answers given by the drop-outs regarding tuition and other assistance; twenty-eight respondents said they were managing everything on their own; eight said that their families paid, and four explained that they and their families were sharing the tuition and other expenses.

TABLE XIII

## YEAR OF INITIAL ENROLLMENT IN LOYOLA UNIVERSITY EVENING COLLEGE

Year of Enrollment	Graduated		Attending		Drop-Outs	
	No.	%	No.	%	No.	%
1930 and before	1	2.5	0	0	0	0
1931-1935	2	5	0	0	0	0
1936-1940	3	7.5	0	0	0	0
1941-1945	13	32.5	1	2.8	0	0
1946-1950	15	37.5	1	2.8	0	0
1951-1955	4	10	2	5.6	9	22.5
1956-1960	2	5	31	86.1	25	62.5
Other	0	0	0	0	1	2.5
No answer	0	0	1	2.8	5	12.5
Total	40	100	36	100.1	40	100

Most of the group which graduated had enrolled in Loyola University Evening College between 1946-1950, with the next highest number having enrolled between 1941-1945. All but five of those currently in attendance initially enrolled in Loyola University Evening College between 1946-1960. Almost 63 per cent of the drop-outs initially enrolled in Loyola University Evening College between 1956 and 1960 as indicated in Table XIII.

TABLE XIV

YEAR OF GRADUATION FROM LOYOLA  
UNIVERSITY EVENING COLLEGE

Year	Graduated	
	No.	%
1954	11	27.5
1955	5	12.5
1956	5	12.5
1957	6	15
1958	6	15
1959	5	12.5
No answer	2	5
Total	40	100

Table XIV shows the year of graduation from Loyola University Evening College. The chart does not indicate a striking revelation of the study. However, our raw data gives the following highly significant facts: Among the group which were graduated five respondents took ten years from their initial enrollment in Loyola University Evening College to their date of graduation, three took nine years, two took eight years, five took seven years, three took

six years, and five took five years. In addition, two of the respondents attended night college four years, three attended three years, five attended two years, and one attended fifteen years before graduation. While only two respondents failed to answer this part of the questionnaire, one woman stated that she initially enrolled in Loyola University Evening College in the 1930's and graduated in 1957. Another woman said she enrolled in 1929 and graduated in 1957; while a third woman said that she enrolled in 1942 and graduated in 1957. A man gave the year of his enrollment at Loyola University Evening College as 1943 and the year of his graduation as 1959.

With the exception of the two respondents who did not answer this question, only six said that they had attended no college other than Loyola University Evening College. The others had named other institutions which they had attended; many had named more than one other college.

Nearly half of the group which had graduated majored in Accounting, Economics, Business Administration, and Management, as shown in Table XV. Most of those currently in attendance also listed these as their major subjects. The drop-outs appear to be fairly evenly distributed with no particular concentration in any field of study.

Table XVI indicates that the Loyola University Evening College faculty members made a generally favorable impression on all three groups of students.

Table XVII shows a favorable attitude toward courses of study by all three groups of students. The drop-outs indicate very little unfavorable feeling while one-fourth of those who graduated and one-fourth of those currently in attendance were unfavorable in this area.

TABLE XV  
MAJOR SUBJECT

Major Subject	Graduated		Attending		Drop-Outs	
	No.	%	No.	%	No.	%
Education	10	25	5	13.8	1	2.5
Accounting (Economics, Business Administration and Management)	17	42.5	11	30.5	6	15
English	4	10	4	11.1	2	5
History	0	0	2	5.6	5	12.5
Psychology	3	7.5	2	5.6	3	7.5
Political Science	2	5	1	2.8	0	0
Mathematics	2	5	0	0	2	5
Philosophy	0	0	1	2.8	5	12.5
Speech	0	0	0	0	2	5
Foreign Language	1	2.5	2	5.6	1	2.5
Sociology	1	2.5	2	5.6	1	2.5
Natural Sciences	0	0	3	8.3	2	5
Other	0	0	0	0	3	7.5
No answer	0	0	0	0	4	10
Undecided	0	0	2	5.6	0	0
None	0	0	1	2.8	3	7.5
Total	40	100	36	100.1	40	100

TABLE XVI  
ATTITUDE TOWARD FACULTY

Attitude Toward Faculty	Graduated		Attending		Drop-Outs	
	No.	%	No.	%	No.	%
Favorable	28	70	23	63.8	20	50
Unfavorable	3	7.5	3	8.3	2	5
Ambivalent	4	10	5	13.8	4	10
No answer	5	12.5	5	13.8	14	35
Total	40	100	36	99.7	40	100

TABLE XVII  
ATTITUDE TOWARD COURSES OF STUDY

Attitude Toward Courses	Graduated		Attending		Drop-Outs	
	No.	%	No.	%	No.	%
Favorable	16	40	15	41.6	19	47.5
Unfavorable	10	25	9	25	2	5
Ambivalent	3	7.5	3	8.3	3	7.5
No answer	11	27.5	9	25	16	40
Total	40	100	36	99.9	40	100

TABLE XVIII  
ATTITUDE TOWARD FACILITIES

Attitude Toward Facilities	Graduated		Attending		Drop-Outs	
	No.	%	No.	%	No.	%
Favorable	17	42.5	15	41.6	13	32.5
Unfavorable	8	20	8	22.2	5	12.5
Ambivalent	4	10	1	2.8	5	12.5
No answer	11	27.5	12	33.3	17	42.5
Total	40	100	36	99.9	40	100

Table XVIII indicates a favorable attitude toward facilities by all three groups of respondents. A relatively high percentage of students failed to answer this question.

TABLE IX  
ATTITUDE TOWARD STUDENTS

Attitude Toward Students	Graduated		Attending		Drop-Outs	
	No.	%	No.	%	No.	%
Favorable	21	52.5	22	61	19	47.5
Unfavorable	4	10	6	16.6	2	5
Ambivalent	2	5	1	2.8	1	2.5
No answer	13	32.5	7	19.4	18	45
Total	40	100	36	99.8	40	100

According to Table XIX most of the respondents expressed a favorable attitude toward students enrolled in Loyola University Evening College.

TABLE XX  
OTHER ATTITUDES

Other Attitudes	Graduated		Attending		Drop-Outs	
	No.	%	No.	%	No.	%
Favorable	2	5	3	8.3	1	2.5
Unfavorable	8	20	3	8.3	2	5
Ambivalent	2	5	1	2.8	1	2.5
No answer	28	70	29	80.5	36	90
Total	40	100	36	99.9	40	100

Table XX shows that most of the students did not answer this part of the questionnaire. Other attitudes expressed by those who had graduated were unfavorable.

In the area of specific attitudes, the respondents were asked to comment upon faculty, courses of study, facilities, students, and other general attitudes. There was a rather high number of favorable attitudes toward Loyola University Evening College, as shown in Tables XVI through XX.

Since the comments of the respondents in the three groups that were sampled were for the most part favorable, we shall consider them collectively. We shall illustrate at the outset by quoting some of the answers given by those who graduated. One woman made the following comment about the faculty:



"Efficient, inspiring, well-grounded in subject matter, high values, lasting motives, energetic, tactful." A male respondent commented about courses of study in these words: "Courses are presented more clearly--more 'meaty,' and without 'frills.'" One nun stated that the facilities were "limited for the sisters and could be improved." She suggested that there be a larger room for the nuns. (Since the time of this study, these facilities have been greatly improved.)

Among those currently attending one woman student made the following comment about students: "Friendly, Evening School seems to attract older students." Another woman said: "In contrast with Loyola day students, evening students are more ambitious, more sociable, and a great deal more conscientious." Even among the drop-outs the comments were mostly favorable. For example, one male student said that the courses of study were "well organized, ably presented, interesting, and informative."

As will be seen from an examination of these tables, a rather large segment of respondents in all three groups did not express any specific attitudes.

Table XXI deals with satisfactions of the night college students. The three groups sampled when questioned in this area listed, in the main, the academic competence of the faculty. The groups which graduated and were currently attending also mentioned the convenient location of the University and class hours, while the drop-outs gave specific courses offered as satisfactions. The latter might reflect back upon the original thesis that, included in the drop-out group, were students who were regularly enrolled in other institutions, and who had no intention of becoming degree candidates when they enrolled for courses at Loyola University Evening College.

TABLE XXI  
SATISFACTIONS WITH LOYOLA UNIVERSITY  
EVENING COLLEGE

Satisfactions	Graduated	Attending	Drop-Outs
	No.	No.	No.
Preparation for career	3	1	0
Competence of faculty	14	11	9
Specific courses offered	7	4	6
Location and convenient hours	11	7	4
Friendliness and seriousness of students (adult level of classes)	3	1	2
Other	8	6	5
No answer	9	12	19
Total	55	42	45

Among the students who had graduated one woman stated that, "Hours are arranged to meet the needs of the working person. The faculty is reasonable and considerate in assignments." A male respondent in the same group said: "Some classes are taught from practical viewpoint by people who are making a living and working in the same field."

Among those currently in attendance one male student made this comment: "Students wishing an education can get it by working during the day and studying in the evening." In the drop-out group one woman student said that,

"Loyola University Evening College fulfilled my reasons for entering. It further stimulated my decision to return to school as a full-time student."

In all three groups satisfaction was expressed particularly in regard to the high competence of the faculty, and the convenient hours and location of the University.

Thus it becomes evident that it is of paramount importance for many night college students to be able to hold a job during the day and to pursue their education in the evening. It is interesting to notice that not merely taking courses seems to figure in their satisfactions but that they also attach so much importance to the competence of the faculty. High motivation, then, appears to be a characteristic of the majority of students who enroll in Loyola University Evening College.

Some of the data presented in Table XXII corroborates the findings in relation to students' satisfactions. By this we mean that among those who had graduated nearly half expressed no dissatisfactions with Loyola University Evening College. In this same group a few expressed dissatisfaction with superficiality and poor organization of lectures, and an even smaller number said that too much class work was expected of evening students.

Among those students currently attending only four expressed no dissatisfaction. Dissatisfaction with the lack of social life and inadequate lounge facilities was felt by a few, also with the superficiality and poor organization of lectures. One woman said: "There is a tendency toward superficiality in the lectures, but I suppose this is a common thing in the evening colleges of all universities."

TABLE XXII  
DISSATISFACTIONS WITH LOYOLA UNIVERSITY  
EVENING COLLEGE

Dissatisfactions	Graduated		Currently Attending		Drop-Outs	
	No.	%	No.	%	No.	%
Lack of guidance	0	0	1		0	0
Courses mislabeled	0	0	1		0	0
Superficiality and poor organization of lectures	4	10	4		1	2.5
Poor scheduling of hours of classes	2	5	2		1	2.5
Beginning prayers not said and prayers said before class	0	0	2		0	0
Inadequate library facilities	0	0	2		0	0
Too much class work expected of evening students	3	7.5	4		0	0
No social life--inadequate lounge facilities	2	5	4		1	2.5
Distances--more night classes at Lake Shore Campus Needed	2	5	2		0	0
Too many lay teachers	1	2.5	1		0	0
Cost of tuition	2	5	2		0	0
None	6	15	4		8	20
Other	8	20	9		8	20
No answer	10	25	0		21	52.5
Total	40	100	37		40	100

TABLE XXIII

REASONS GIVEN BY RESPONDENTS (DROP-OUTS) FOR  
WITHDRAWAL FROM LOYOLA UNIVERSITY  
EVENING COLLEGE

Reasons for Withdrawal	Drop-Outs
Completed specific courses . . . . .	7
Returned to school regularly attending . . . . .	9
Increased work responsibility, late hours, insufficient time to study . . . . .	7
Financial Problems . . . . .	2
Moved out of town . . . . .	2
Desired courses not offered . . . . .	1
Poor grades . . . . .	1
Dissatisfied with classes and teachers . . . . .	3
No reason . . . . .	3
Other (illness, lack of family encouragement) . . . . .	4
No answer . . . . .	3
 Total . . . . .	 42

It is a striking fact that among the drop-out students--contrary to what one might expect--only eleven out of the forty expressed dissatisfactions with Loyola University Evening College. Of these, one woman complained about the lack of social activities for older students. One man was dissatisfied with the way registration was handled. Another man who was regularly attending Northern Illinois University was dissatisfied with the fact that the expenses at Loyola University Evening College were high as compared with a State-supported University. Other complaints included noise and lack of self discipline among the younger students.

What were the main reasons leading students to drop out of night college? As can be seen in Table XXIII, nine of the drop-outs gave as their reason for withdrawal from Loyola University Evening College their return to the school they had been regularly attending, seven stated that they had completed a specific course, and seven attributed their withdrawal to increased work responsibility, late hours, insufficient time to study. These constituted the main reasons. Other reasons for withdrawal from Loyola University Evening College included illness, lack of family encouragement, dissatisfaction with classes and teachers, financial problems, moving out of town, desired courses not offered, and poor grades.

Another question arises: What were the reasons for enrollment in evening college in the first place? The most cogent reason was the fact that they were working during the day and wished, if possible, to complete and further their college education. Not only, as we can see in Table XXIV, is this true of the students currently in attendance, but the drop-outs follow this same trend. They also listed personal satisfaction. For example, one woman said that she

TABLE XXIV  
REASONS GIVEN BY RESPONDENTS FOR ENROLLING  
IN EVENING SCHOOL

Reasons for Enrolling	Currently Attending	Drop-Outs
Employed during the day	12	8
To complete and further education	11	7
Wish to attend Catholic (Jesuit) School	1	0
For job advancement	1	5
Increase earning power	1	0
Personal satisfaction	3	7
Specific courses offered	3	8
Convenient hours and location	1	2
Not accepted elsewhere	1	0
No particular reason	1	0
Other	0	1
No answer	2	7
<b>Total</b>	<b>37</b>	<b>45</b>

wished to spend more time in "stimulating, rewarding activity." Another woman claimed that she was lonesome and had "too much free time." One man simply said "social prestige."

TABLE XXV  
DEGREE EARNED AT LOYOLA UNIVERSITY  
EVENING COLLEGE

Degree Earned	Graduated	
	No.	%
Bachelor of Arts (B.A.)	1	2.5
Bachelor of Science (B.S.)	38	95
Bachelor of Philosophy (Ph.B.)	1	2.5
Total	40	100

A glance at Table XXV reveals that most of the students who had graduated took their degree in Science. Only one was a Bachelor of Arts and one a Bachelor of Philosophy.

Among the group of students who were graduated from Loyola University Evening College, approximately 28 per cent had earned between one to twenty-five credit hours at other institutions; as can be seen in Table XXVI. Two of the students who were graduated had earned at least 106 credit hours elsewhere.

One of the questions asked of the students in all three categories considered in this study pertained to whether or not they would recommend Loyola University Evening College. Our last two tables (XXVII and XXVIII) give data



TABLE XXVI  
CREDIT HOURS EARNED AT OTHER  
INSTITUTIONS

Number of Credit Hours	Graduated	
	No.	%
1-25	11	27.5
26-50	2	5
51-75	5	12.5
76-100	4	10
101-125	2	5
126 and over	2	5
None	11	27.5
No answer	3	7.5
Total	40	100

TABLE XXVII  
ATTITUDE TOWARD RECOMMENDING LOYOLA UNIVERSITY  
EVENING COLLEGE

Attitude	Graduated		Attending		Drop-Outs	
	No.	%	No.	%	No.	%
Recommend	30	75	31	86.1	32	80
Do not recommend	0	0	0	0	1	2.5
Ambivalent	2	5	0	0	0	0
Undecided	0	0	3	8.3	0	0
No answer	8	20	2	5.6	7	17.5
Total	40	100	36	100	40	100

TABLE XXVIII

REASONS GIVEN BY RESPONDENTS FOR RECOMMENDING ATTENDANCE  
AT LOYOLA UNIVERSITY EVENING COLLEGE

Reasons	Graduated	Currently Attending	Drop-Outs
Reputation and high standards of school	10	10	14
Competence of faculty	10	9	7
Location and convenient hours	4	4	7
Need care in choosing courses	1	0	1
Tuition inexpensive	0	0	1
Good features outweigh bad	3	1	0
Excellent Catholic (Jesuit) institution	4	1	0
Good substitute for day school	9	6	0
Other	3	4	3
No answer	7	8	13
Total	51	43	46

on this area of the study. All three groups were strong in their recommendations. In the drop-out group only one respondent replied negatively. Three were undecided who were currently in attendance. A few in each group gave no answer.

The basic reasons given for these recommendations were the reputation and high standards of the school and competence of the faculty, in all three groups. One drop-out considered the fact that the tuition was inexpensive. As will be seen in Table XVIII one student currently attending and three who had graduated felt that, all things considered, the good features outweighed the bad. Nine of those who had earned a degree said that Loyola University Evening College was a good substitute for Day College.

### Summary

Social factors in the academic career of night college students indicate certain definite patterns in the selection of a particular University. Among the three groups studied, answers to the questionnaires reveal that students are concerned about the academic caliber of the faculty. Not many night college students are interested only in the degree, although a certain percentage of students stated that their reason for initially enrolling was for job advancement.

Location of the night school and class hours were of particular concern to the respondents in all three groups studied. Some students expressed dissatisfaction over lack of social activities in evening college. A certain number of students stated that they enrolled in Loyola University Evening College because of specific courses offered. Many of the drop-out students said they had no intention of becoming degree candidates when they enrolled in Loyola University

Evening College. Some respondents said they thought night college students were more ambitious and sociable.

For the most part, students seemed motivated to enroll in evening college because they were able to work during the day and get their education at night. Of paramount importance to students in all three groups studied, regarding their reasons for enrolling in Loyola University Evening College was the reputation and high standards of the school.

## CHAPTER IV

### SUMMARY AND CONCLUSIONS

The purpose of this study has been to consider in a general way, motivation in relation to enrollment and motivation in relation to drop-out among night students in a large urban university. It is difficult to discover motivation, being judged here by what people say in answer to questions. They may not have any real conception of what their motivation was in matriculating or in dropping out of the night college. How night students measure up to day students regarding motivation, for purposes of this study, seems to indicate that motivations to enter differ between night and day students and motivations to withdraw differ between night and day students.

The questionnaires tend to bring out conscious readily recognized types of motivation of the students in the three groups which were sampled. It was not the intention of the writer to resort to much psychological exploration into the question of motivation. Answers to the questionnaires reveal that compelling factors in making choices which are not recognized as influencing judgment and action, but which, nevertheless have a powerful effect upon the respondent might well have been caused by unconscious motivation. This, in general, it may be said, that with night students, this kind of motivation probably does not need to be given serious consideration for the purposes of this study. For instance, a considerable number of day students are probably

in college because it is "the thing to do," regardless of what reasons may be alleged for attendance at college. In other words, the real reason may be obscured by the seemingly good reason. There are several items in the statistical survey that would lead us to believe that night students probably offer more real reasons than they do seemingly "good reasons" for matriculating.

Answers to the questionnaires point out that night college students desire an education for job advancement, and to maintain or improve social standing. These students noted the fact that evening college permitted them to be employed during the day, while they studied at night. Some respondents commented that the G.I. Bill helped them to initially enroll in Loyola University Evening College. In nearly all cases, respondents to the questionnaires in all three groups studied expressed specific reasons for having enrolled in night college.

We have seen that even among the drop-outs, academic competence of the faculty was an important factor in their enrollment in Loyola University Evening College, besides convenient location and hours, religious atmosphere of the school, and selection of courses of study. It has also become apparent that the student who discontinues attendance without earning a degree may have initially enrolled for specific courses offered and with no intention of becoming a degree candidate and, that withdrawal of a student might have been caused by financial problems, poor grades, relocation elsewhere, illness, lack of family encouragement to continue, dissatisfactions with classes and teachers, and because the desired course was not offered.

It has been seen that many night college students take between eight to ten years before earning a degree--some take even longer. Age, marital status, number of children vary greatly among students in evening college.

A sparsity of information is found in the responses to the questionnaires upon the items which are considered to have psychological importance as to motivation and the things which influence motivation. As already explained, it was not the intention of this study to ascertain such data. Nevertheless, a considerable number of what may be called statistical conclusions come to light.

From the data revealed in the questionnaires and the related literature, we are impressed by the fact that a student must be highly motivated to get his education and earn a college degree by working days and attending school at night.

The present study might disclose to the administration of Loyola University Evening College a clearer understanding of the reasons which motivate students to enroll there. It provides insight into the expectations of students who must work during the day and obtain their education at night. It indicates to the college administration the age variance among night college students and points out the time lapse between initial enrollment and the goal of earning a degree. The administration might find special interest in the satisfactions and dissatisfactions expressed by Loyola University Evening College students, to aid in the future plans for expansion and improvement of the University.



## BIBLIOGRAPHY

### I. BOOKS

- Students' Attitudes, Allport, Floyd H., and Katz, Daniel. Syracuse: The Craftsman Press, Inc., 1938.
- DeVane, William Clyde, The American University in the Twentieth Century, Louisiana State University Press, Baton Rouge, 1957.
- Dyer, John P., Ivory Towers in the Market Place-The Evening College in American Education, Bobbs-Merrill Co., Inc., New York, 1956.
- Fitzgerald, James A., College and You, Steward Publishing Co., Santa Rosa, California, 1938.
- Havemann, Ernest, and West, Patricia Salter, They Went to College-The College Graduate in America Today, Harcourt, Brace and Co., New York, 1952.
- Hollingshead, Byron S., Who Should Go to College? Columbia University Press, New York, 1952.
- Jacob, Philip E., Changing Values in College-An Exploratory Study of the Impact of College Training, Harper and Bros., New York, October, 1957.
- Warner, W. Lloyd, Havighurst, Robert J., and Loeb, Martin B., Who Shall Be Educated? Harper and Bros., New York, 1944.

### II. PERIODICALS

- Night School, Anderson, E. J., Spectator 183:231 Ag 19 '49.
- Journal of Applied Psychology, 27:338-49 Ag '43, "Change in Evaluative Attitudes During Four Years of College," Arsenian, S.
- Spectator 183:412 S 30 '49, "Evening Student," Boot, N. K.
- "Education by Work," Dunsheath, P., Spectator 173:355 20 '44.
- "School and/or a Job," Duvall, E. M., National Parent Teachers 51:17-9, 37 D '56.

- Hecht, G. J., "Calamity of Our Million School Drop-Outs," Parents Magazine 32:39 S '57.
- Heuss, J., Jr., "Why Did You Go to College?" Vital Speeches 18:571-4 J1 1 '52.
- Hight, Gilbert, "American Student As I See Him," American Scholar 10 no. 4: 416-27 O '41.
- Hutchins, Robert M., "Why Go to College?" Saturday Evening Post 210:16-7 Ja 22 '38.
- Knauth, E. F., "Students View Their University," School and Society 84:73-5 S 1 '53.
- Love, R. A., "Call for Action; Shocking Mortality Rate of Evening Session Undergraduates," School and Society 70:227-31 O 8 '49.
- Nelson, E., "Student Attitudes Toward the College Now Attended," School and Society 48:443-4 O 1 '38.
- Powers, I. R., "Student Drop-Outs: What's the Answer?" American Business Education, 14:108-10 D '57.
- Reinhardt, E., "Reasons Given by Freshmen for Their Choice of a College," School and Society 47:511-2 Ap 16 '38.
- Schwertman, J. B., "University Evening College," National Education Association Journal 43:48-9 Ja '54.
- Stone, H. E., "College Exits and Entrances," American School Board Journal 72:69-71 My '26.
- Stout, Edward M., "Scholars by Lamplight," Journal of the American Association of Collegiate Registrars and Admissions Officers, Vol. XXX, October '54-J1 '55.
- Walters, R., "Statistics of Attendance in American Universities and Colleges, 1955 and 1956," School and Society 82:178-89, 84:191-202 D 10 '55, D 8 '56.
- Wilgus, A. C., "Neighborhood or Community College," School and Society 47: 704-5 My 28 '38.

## III. PAMPHLETS

Carey, James T., Why Students Drop Out-A Study of Evening College Student Motivations, Center for the Study of Liberal Education for Adults, Chicago '53.

Houle, Cyril O., "The Evening College-Its Purposes and Its Relationships Within the University," Journal of Higher Education, October, 1954.

Residence and Migration of College Students, 1949-50. Federal Security Agency Office of Education.

Universities in Adult Education. UNESCO, 1952.

## APPENDIX I

### ACCOMPANYING LETTER

Department of Sociology  
Loyola University  
820 N. Michigan Avenue  
Chicago 11, Illinois

April 25, 1959

Dear

I am a candidate for the Master of Arts Degree in Sociology, at Loyola University, and I am writing my thesis on research into selected social factors associated with the enrollment and drop-out of evening students in Loyola University Evening College. I need your help in analyzing sociological facts in the area of adult education. This feature of American culture is rapidly becoming an important part of academic life.

Little has been written about the motives which prompt people to go to night school, and it is of value to investigate the reasons why they continue their education. Since these factors are partially known to administrators it will be of practical value to present findings in this area.

This questionnaire is sent to you for research purposes only, and with the approval of Dean Richard A. Matre, of Loyola University. Your name was chosen in a sample of Loyola University Evening College Students. I hope that you will carefully consider each question in the survey before answering. THIS IS A COMPLETELY ANONYMOUS STUDY. DO NOT GIVE YOUR NAME OR ADDRESS!

You alone can help greatly by thoughtfully answering the questionnaire and returning it, by May 11, 1959, in the enclosed self-addressed, stamped envelope, or sooner if possible. May I ask you to do it now? Your cooperation in this project is gratefully appreciated.

Cordially,

(Miss) Harriet L. Kaufman

## APPENDIX II

### QUESTIONNAIRE--STUDENTS WHO HAD GRADUATED

Loyola University Evening College Questionnaire  
DO NOT GIVE NAME OR ADDRESS! THIS IS AN ANONYMOUS STUDY  
Use additional sheets of paper if needed

1. Where were you born? City \_\_\_\_\_ State \_\_\_\_\_
2. What is your Nationality? \_\_\_\_\_ Religion? \_\_\_\_\_  
Race? \_\_\_\_\_.
3. How old were you on your last birthday? \_\_\_\_\_
4. Name the high school from which you graduated \_\_\_\_\_  
\_\_\_\_\_. In which city is it located? \_\_\_\_\_  
\_\_\_\_\_. When did you graduate? \_\_\_\_\_
5. What is your occupation? (Avoid general terms such as clerk, office worker, salesman, etc.) \_\_\_\_\_  
\_\_\_\_\_
6. Are you married? \_\_\_\_\_ Single? \_\_\_\_\_ Widowed? \_\_\_\_\_ Divorced? \_\_\_\_\_  
If married, number of children? \_\_\_\_\_
7. When did you first enter Loyola University Evening College? \_\_\_\_\_
8. What other college(s) did you attend? \_\_\_\_\_  
\_\_\_\_\_  
Number of credit hours from other institutions? \_\_\_\_\_
9. When did you graduate from Loyola University Evening College? \_\_\_\_\_

10. What degree did you earn? \_\_\_\_\_  
Major subject? \_\_\_\_\_. Number of credit hours  
earned in Loyola University Evening College? \_\_\_\_\_. In any  
day college? \_\_\_\_\_
11. Who paid your tuition? Yourself? \_\_\_\_ Family? \_\_\_\_ (Specify person or  
persons) \_\_\_\_\_  
\_\_\_\_ Employer? \_\_\_\_\_  
Other? (specify) \_\_\_\_\_
12. Explain your answer to the above question \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
13. Did anyone help you to obtain your education beyond tuition payment? \_\_\_\_  
Explain \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
14. Has your college education helped in your occupation? \_\_\_\_\_  
Explain \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
15. Did you attend school after you graduated from Loyola University Evening  
College? \_\_\_\_\_ Name the school \_\_\_\_\_  
What courses did you take? \_\_\_\_\_

16. Give your specific comments concerning the following:

(a) faculty \_\_\_\_\_

(b) courses of study \_\_\_\_\_

(c) facilities \_\_\_\_\_

(d) students \_\_\_\_\_

(e) other (please specify) \_\_\_\_\_

17. List any satisfactions about Loyola University Evening College \_\_\_\_\_

18. List any dissatisfactions about Loyola University Evening College \_\_\_\_\_

19. Since few persons who enroll in evening school complete their work for a degree, what factors enabled you to complete your education in evening school and earn a degree? \_\_\_\_\_

20. Would you recommend Loyola University Evening College? \_\_\_\_\_

Explain your answer \_\_\_\_\_



## QUESTIONNAIRE--STUDENTS WHO WERE CURRENTLY IN ATTENDANCE

Loyola University Evening College Questionnaire  
DO NOT GIVE NAME OR ADDRESS! THIS IS AN ANONYMOUS STUDY  
Use additional sheets of paper if needed

1. Where were you born? City \_\_\_\_\_ State \_\_\_\_\_
2. What is your Nationality? \_\_\_\_\_ Religion?? \_\_\_\_\_  
Race? \_\_\_\_\_.
3. How old were you on your last birthday? \_\_\_\_\_
4. Name the high school from which you graduated. \_\_\_\_\_  
\_\_\_\_\_. In which city is it located? \_\_\_\_\_  
\_\_\_\_\_. When did you graduate? \_\_\_\_\_
5. What is your occupation? (Avoid general terms such as clerk, office worker, salesman, etc.) \_\_\_\_\_
6. Are you married? ☐ Single? ☐ Widowed? ☐ Divorced? ☐  
If married, number of children? \_\_\_\_\_
7. How many semester hours have you completed? \_\_\_\_\_
8. Who is paying your tuition? Yourself? \_\_\_\_\_ Family? \_\_\_\_\_  
(Specify person or persons) \_\_\_\_\_  
\_\_\_\_\_. Employer? \_\_\_\_\_  
Other (specify) \_\_\_\_\_
9. Explain your answer to the above question. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10. Is anyone helping you to obtain your education beyond tuition payment?

\_\_\_\_\_. Explain \_\_\_\_\_

11. When did you first enroll in Loyola University Evening College? \_\_\_\_\_

Why did you enroll in evening school? \_\_\_\_\_

Why Loyola? \_\_\_\_\_

12. Are you satisfied with your enrollment in Loyola University Evening College? \_\_\_\_\_ If yes, why? If not, why not? \_\_\_\_\_

13. Have any members of your immediate family attended Loyola University?

\_\_\_\_\_. Specify relationship \_\_\_\_\_

14. What is your major subject? \_\_\_\_\_

15. Do you plan to earn a degree at Loyola University? \_\_\_\_\_

If so, what degree? \_\_\_\_\_ When? \_\_\_\_\_

16. Do you plan to register for evening courses in Summer, 1959? \_\_\_\_\_

Fall? \_\_\_\_\_ At Loyola? \_\_\_\_\_ Elsewhere? \_\_\_\_\_ (Specify college) \_\_\_\_\_

17. List any satisfactions about Loyola University Evening College \_\_\_\_\_

18. List any dissatisfactions about Loyola University Evening College \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

19. Give your specific comments concerning the following:

(a) faculty \_\_\_\_\_

\_\_\_\_\_

(b) courses of study \_\_\_\_\_

\_\_\_\_\_

(c) facilities \_\_\_\_\_

\_\_\_\_\_

(d) students \_\_\_\_\_

\_\_\_\_\_

(e) other (please specify) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

20. Would you recommend Loyola University Evening College? \_\_\_\_\_

Explain your answer \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

21. Tell what you specifically like about the courses you are now taking \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

22. Tell what you specifically dislike about the courses you are now taking

---

---

---

---

23. Have you attended any other evening college(s)? 

---

24. How would you compare Loyola with it (them)? 

---

---

---

---

---

---

---

---

---

## QUESTIONNAIRE--STUDENTS WHO DROPPED OUT

Loyola University Evening College Questionnaire  
DO NOT GIVE NAME OR ADDRESS! THIS IS AN ANONYMOUS STUDY  
Use additional sheets of paper if needed

1. Where were you born? City: \_\_\_\_\_ State \_\_\_\_\_
2. What is your Nationality? \_\_\_\_\_ Religion? \_\_\_\_\_  
Race? \_\_\_\_\_.
3. How old were you on your last birthday? \_\_\_\_\_
4. Name the high school from which you graduated \_\_\_\_\_  
In which city is it located? \_\_\_\_\_  
\_\_\_\_\_. When did you graduate? \_\_\_\_\_
5. What is your occupation? (Avoid general terms such as clerk, office worker, salesman, etc.) \_\_\_\_\_  
\_\_\_\_\_
6. Are you married? \_\_\_\_ Single? \_\_\_\_ Widowed? \_\_\_\_ Divorced? \_\_\_\_
7. If married, number of children? \_\_\_\_\_
8. Who paid your tuition? Yourself? \_\_\_\_ Family? \_\_\_\_ (specify person or persons) \_\_\_\_\_  
Employer? \_\_\_\_ Other (specify) \_\_\_\_\_  
Explain your answer to above question \_\_\_\_\_  
\_\_\_\_\_
9. Did anyone help you to obtain your education beyond tuition payment? \_\_\_\_  
Explain \_\_\_\_\_  
\_\_\_\_\_

10. How many semester hours have you completed there? \_\_\_\_\_
11. What was your major subject? \_\_\_\_\_
12. Are you attending school now? \_\_\_\_\_ Where? \_\_\_\_\_
13. Are you enrolled in the day or evening division? \_\_\_\_\_
14. How would you compare Loyola University Evening College to the institution you are now attending? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
15. When did you first enroll in Loyola University Evening College? \_\_\_\_\_  
Why did you enroll in evening school? \_\_\_\_\_  
\_\_\_\_\_  
Why Loyola? \_\_\_\_\_  
\_\_\_\_\_
16. What specifically caused you to withdraw from Loyola University Evening College? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
17. List any satisfactions about Loyola University Evening College \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
18. List any dissatisfactions about Loyola University Evening College \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

19. Have you regretted your decision to drop out of Loyola University Evening College? \_\_\_\_\_ Explain \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
20. Do you plan to register for evening courses in the Summer? Yes \_\_\_\_\_  
No \_\_\_\_\_. Next Fall? Yes \_\_\_\_\_ No \_\_\_\_\_. Where? \_\_\_\_\_
21. Give your specific comments concerning the following:
- (a) faculty \_\_\_\_\_  
\_\_\_\_\_
  - (b) courses of study \_\_\_\_\_  
\_\_\_\_\_
  - (c) facilities \_\_\_\_\_  
\_\_\_\_\_
  - (d) students \_\_\_\_\_  
\_\_\_\_\_
  - (e) other (please specify) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
22. Would you recommend Loyola University Evening College? \_\_\_\_\_  
Explain your answer \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## **APPROVAL SHEET**

The thesis submitted by Harriet Lois Kaufman has been read and approved by three members of the Department of Sociology.

The final copies have been examined by the director of the thesis and the signature which appears below verifies the fact that any necessary changes have been incorporated, and that the thesis is now given final approval with reference to content, form, and mechanical accuracy.

The thesis is therefore accepted in partial fulfillment of the requirements for the degree of Master of Arts.

Oct. 12, 1963  
Date

John L. Larson  
Signature of Adviser 